DOCUMENT RESUME

ED 265 334 CE 043 271

TITLE	MOT Test Procedures. Youth Training Scheme. Core Exemplar Work Based Project.
INSTITUTION	Further Education Staff Coll., Blagdon (England).
REPORT NO	ISBN-0-948361-25-5
PUB DATE	84
NOTE	24p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Auto Mechanics; Behavioral Objectives; Competency Based Education; Core Curriculum; Equipment Evaluation; Foreign Countries; Inspection; Job Skills; Learning Activities; Learning Modules; *Motor Vehicles; On the Job Training; Postsecondary Education; Public Relations; Quality Control; Records (Forms); *Trade and Industrial Education; *Work Experience Programs
IDENTIFIERS	England; *Motor Vehicle Inspections

ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students the procedures of conducting the MOT (Ministry of Transportation) Test (Great Britain's motor vehicle inspection test) and dealing with the customers on whose cars the inspection is performed. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

ED265334

MOT test procedures

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P Lawton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE043271

ESF
CORE SKILLS PROJECT
YTS

OTF No: 4

PROJECT No: Y|26

TYPE Individual

The Further Education Staff College
Coombe Lodge, Blagdon, Bristol, BS18 6RG ✆0761-62503

ISBN 0-948361-25-5

ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

© COPYRIGHT 1984

The Manpower Services Commission and the Further Education Staff College will allow the reproduction of this core exemplar workbased project by tutors for use in training and educational schemes ONLY. Reproduction for any other purposes is expressly forbidden.

CONTENTS

Introduction

Project Information

Summary

Supervisor's Notes

Off-The-Job Tutor's Notes

TRAINEE'S GUIDE

Names and Times

Background and Situation

Purposes

Action Plan

Trainee Review

Supervisor Review

Assessment — Explanatory Notes

Assessment Form

INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

This project is designed to help develop the trainee's technical and social skills, so that he/she recognises that a garage operates in a competitive environment and that to succeed it must both attract and retain customers. It helps the trainee to understand the problems of other sections of the garage by giving him/her tasks which he/she might not normally do.

This project has been used and tested in a garage. Some parts of it could be readily adapted to the training workshop situations or to the multi-skills units of some colleges.

SUMMARY

This project is about preparing for, carrying out, and correctly finishing off MOT test procedures. As well as practical activities such as conducting a brake test, the trainee operates with numbers in working out the relationship between vehicles weights, brake effort and efficiency, communicates with other employees in finding out about the job, deals with customers, and decides how to solve some of the problems that MOT mechanics have to deal with.

SUPERVISOR'S NOTES

INTRODUCTION

This work-based project is designed to focus the trainee upon the core skill areas of: number, communication, practical skills and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness, to provide wider knowledge of the world of work and elsewhere and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work-based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity:

1. Where appropriate, please advise other staff that the trainee will be doing the project.

2. Please ensure that the trainee has read the project details and understands what is required.

3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project.

4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".

5. When the project is complete discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently a second time?

6. Encourage the trainee to complete the Trainee's Review page.

OFF-THE-JOB TUTORS NOTES

These notes offer pointers to assist you in developing the skills and knowledge in the work-based project and to help you integrate the on- and off-the-job learning opportunities available to the trainee

TASK 1
Hazard-spotting exercises, safety audits, and safety inspections can be used to develop safety awareness, and extend planning, problem-solving and number skills. Consideration of the role of safety representatives and legal aspects (particularly sections 7 and 8 of the Health and Safety at Work Act) can extend world of work knowledge/skills.

TASK 2
Completion of this task can lead to a consideration of skill ownership and transfer. The trainee could study a number of apparently different jobs and, by observing and asking, find out how the tasks are done and what core skills are needed to prepare for and carry out the jobs. This could be particularly fruitful if the jobs involve completing documentation which incorporated the use of number, the interpretation of spoken and written instructions, and working on practical tasks as part of a team.

TASK 3
The notion of skill ownership/transfer can be further developed by getting the trainees in pairs to do a task analysis of each others' jobs, and finding out what skills are needed to do the job. In a plenary session all of the trainees can give their views of the tasks/skills of each job in turn, before the trainee who analysed each job gives a more precise picture of the tasks/skills involved.

TASK 4
An MOT mechanic has to spend much more time than is often realised communicating with customers by 'phone and by face-to-face conversation. The relationship of some customers and their cars is a bit like the cowboy and his horse — nothing else seems to matter. Possible role-plays on this theme:

(i) An MOT test fails a car on which the customer has just spent £200;

(ii) A variant — the £200 was spent at another unit of the firm which has done the test;

(iii) A trainee has driven a customer's car over the edge of the inspection pit — and the customer is going on holiday tomorrow.

TASK 5
This task could form the basis for a mini-project to develop planning, problem-solving, decision-making and communication skills. An examination, for example, of the functional and dysfunctional aspects of different patterns of organising work/tasks/leisure activities could involve a lot of world of work and world outside employment issues.

Names

TRAINEE.....

SUPERVISOR.....

TUTOR.....

Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

BACKGROUND

When the Society of Motor Manufacturers and Traders (SMMT) was founded in 1902, the motor car was still regarded as a rich man's toy. The speed limit was 12 mph., and most roads were nothing more than dirt tracks. Although makes like Coventry, Daimler, Wolseley, and Napier were beginning to make an impact, the British market was dominated by continental manufacturers.

After the Second World War, the motor industry tooled up to cater for a quite different market, and from the mid-1950's car ownership spread rapidly throughout the population. This was partly because of increased wages, but mainly because of the availability of hire purchase and other consumer credit facilities. Today the SMMT has 1500 members. The following list of their activities gives some indication of the scale and complexity of the modern motor industry:

Manufacture of cars, commercial vehicles, caravans, trailers, public service vehicles, tractors and agricultural machinery;

Manufacture of vehicle parts and accessories, including chassis, engines and tyres;

Manufacture of freight containers;

Vehicle bodybuilding;

Manufacture of garage equipment;

Import/export;

Distribution of vehicles and parts;

Sales;

Credit and Finance.

The motor industry operates in a fiercely competitive market, and in a situation of constant change: new vehicles, new fuels, new materials, new laws, and so on. Down at showroom and garage level, someone has to make sense of all this and turn it into customer satisfaction.

A fairly regular point of contact for most customers will be the MOT mechanic — a person often thought of as the dentist of the motor industry, since nobody likes him but everybody needs him. Whilst he needs obvious technical skills, a lot of his time is spent talking to customers. If he gets this right, the customer returns, and tells others. If he gets it wrong . . .

SITUATION

In the MOT testing bay a of a garage, otherwise engaged in repairs/maintenance and car sales.

PURPOSES

Doing this project will enable you to learn more about working in a garage. It will also help you to develop your CORE SKILLS in number, communication, problem-solving, and practical activities. Developing these skills will make it easier for you to adapt to changes in your job, and to retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important core skills that they contain. When you have finished each task, ask your supervisor to tell you how well he/she thought you did in the task, and record this on the Assessment Form near the back of this project. This record will be needed to complete your certificate at the end of your YTS year.

Task	Core skills	
1. Working safely in the test bay area, using the correct MOT procedures.	Find out information from written sources, by speaking to people, and by observation.	6.1/2/3
	Plan how to communicate for a particular purpose.	9.5
2. Testing brakes and completing MOT documents.	Work out numerical information.	1.2
	Provide information in writing	7.3
	Check and adjust equipment.	12.4
	Operate equipment.	13.4
3. Dealing with payment by cheque	Check written information	11.5
	Provide information in writing.	7.3
Dealing with customers on the phone.	Provide information by speaking to customers and clients.	7.2
	Converse with customers or clients in order to establish or maintain an appropriate relationship.	8.10

ACTION PLAN

Read the whole of this Action Plan, and estimate how long you think it will take to complete the project.

Check with the supervisor that you fully understand what you have to do.

TASK 1

1. Take a walk around all of the garage and find out the location of the following:

   a) Emergency exits;
   b) Fire alarms;
   c) Fire extinguishers;
   d) Fire hoses;
   e) Any other fire-fighting equipment.

   Find out the location of the fire assembly point and why it is necessary to have one.

   Find out where the first aid box is situated, and whether there is a trained first aider in the garage.

2. Now take a look at, and discuss with the mechanic, the safety points in the MOT testing bay. Pay particular attention to the safety points connected with the pit and the brake roller tester.

3. Using the MOT Testers Manual, find out:

   a) what statutory requirements vehicles have to meet;
   b) what methods of inspection are used.
   c) what the main reasons for failure are.

   Plan how you might present this information to, say, customers who want to know something about the MOT test. You might, for example, put it in written notes, record it on a cassette recorder, draw pictures or diagrams, or present it in any other way you think best. You decide which.

4. Meet with the supervisor and another trainee (or an employee who knows nothing about MOT procedures) and, using the material you have prepared, discuss your findings with them.

TASK 2

1. Take a copy of the Brake Test Report, and write in the following details:

   a) Car Make: Escort;
   b) Year: 1977;
   c) Total Wt: 2340;
   d) Front Near: 400;
   e) Front Off: 400;
   f) Rear Near: 400;
   g) Rear Off: 550;
   h) Handbrake: 400/400.

   Write in the totals and use the graph to work out whether the brakes are efficient. Check and, if necessary, correct your work.

2. Watch the mechanic situating a vehicle over the pit, and notice all the safety procedures he uses. Fill in the first part of the Job Sheet and the "Check List for Vehicle Inspection" (VT 29)

3. Sit in the vehicle and operate the switches as instructed by the mechanic (lights, wipers, washers, horn, etc). Record any failures. Think — and **ask** — what might have caused them? What might have prevented them?

4. Watch the mechanic, and help with checking all aspects of the steering and suspension. If there are no failures, **find out** what can go wrong with the:

   — steering controls;
   — steering mechanism;
   — transmission shafts;
   — wheel bearings;
   — suspension;
   — shock absorbers.

   Fill in this part of the check list.

5. Help locate the vehicle on the brake roller tester. Watch the mechanic testing the brake system and, bearing in mind what you have already learnt, help him to complete the brake test report after you have interpreted the figures from the tester and compared them with the graph.

   Find out the difference between "single" and "dual" braking systems. Check that you have a clear understanding of the relationship between vehicle weight/brake effort/and efficiency. Discuss these things with the mechanic.

6. Watch and help the mechanic complete the rest of the test, and fill in the "Check list" and the Job Sheet. Fill in the MOT Certificate (VT 20) or the Failure Certificate (VT 21 or VT 22). Fill in the Vehicle Test Register (and find out where a copy of this goes to and why it is important "get it right". Ask the mechanic to check your work.

7. Make arrangements with the mechanic for you to do the complete check (under his supervision) of the braking system of a car. Before you do this you will have to find out the following:

   a) What are the main tasks in testing a braking system?
   b) Why does each have to be done properly?
   c) When do they have to be done (i.e., do they have to be done at a particular point in the total MOT test, or not)?
   d) How do they have to be done (i.e., what is the sequence of activities within the braking system part of the test)?
   e) Which tools, machinery/equipment, materials, and paperwork are needed to test the braking system?
   f) How would you know that a test on the braking system had been done correctly?

8. Using the Brake Test Report, the Brake Test Chart, and the testing equipment, carry out the test, fill in the documentation, and ask the mechanic to check your work.

TASK 3

1. Help the mechanic with another MOT test and complete the documentation, including the customer's bill. Now find out the following:

   a) What things do you look for on a cheque?
   b) What things do you look for on a guarantee card?
   c) What does a guarantee card guarantee?
   d) How long is it before a cheque becomes invalid?
   e) If the firm accepts other methods of payment, what are they and what other paperwork is involved?

2. As the opportunity presents itself:

   a) Deal with a customer paying by cheque;
   b) Check and compare the cheque and card;
   c) Fill in company documentation;
   d) Issue a receipt;
   e) Pass the cheque to accounts.

3. Make arrangements to take all of the phone calls to the MOT bay for one day, and make a note of what they were all about. At the end of the day, think about and decide whether you dealt with all inquiries in the best possible way, and ask the mechanic for his views on how you dealt with these inquiries.

TASK 4

You are now going to demonstrate part of an MOT mechanic's job to another trainee (or employee). You decide which part, and plan the best way to do it. When you have done this, carry out your demonstration and answer any questions he/she may have.

Now get the trainee (employee) to show you part of his/her job, and discuss the sort of problems you might create for each other if you don't "get it right".

TASK 5

1. Throughout this project you have been learning about things which are specific to your job and the jobs of others. In addition, however, you have learnt more about:

   using numbers
   communicating with people
   solving problems
   doing things practically

   Think about these things for a moment. These are things you can use in **all** sorts of work (not just what you are doing now), and you can also use them outside of work (in leisure activities, in the home, etc). What you have been doing in the project is doing and developing these skills. They are **your** skills, you **own** them and can use them elsewhere.

   To help you do this, enter examples in the table on the next page of other uses for the skills which you have used in this project.

Using Numbers	Communicating With People	Solving Problems	Doing Things Practically
TASK 1			
TASK 2			
TASK 3			
TASK 4			
TASK 5			

2. Now have a discussion with your supervisor about the project — about what you learnt, whether you enjoyed doing it, whether you found any difficulties in doing it, and anything else you want to discuss.

TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1. What did you think of this project? Was it easy or hard, interesting or boring?

2. What did you learn? (Look back at the list of Purposes to see what you were supposed to learn.)

3. Did you learn anything which was not on the list of Purposes?

4. Did you need help with any particular part of the project?
   What kind of help did you get?

5. How do you think you could use what you learned in another job, or outside work?

6. Has this project helped you decide whether you need further training in certain areas?

SUPERVISOR REVIEW

Please refer to Supervisor's Notes.

Please read the questions included under Trainee Review.

Please complete the Assessment Form and discuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

COMMENTS:

ASSESSMENT explanatory notes

In completing this W.B.P. the trainee has the opportunity to demonstrate competence in the core skills listed on the attached form.

The first two columns list the WBP tasks and core skills which occur within them.

You are asked to assess the trainee's competence in these core skills according to the amount of support from you that the trainee needed, for example:

1. If a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular sources, then that trainee is obviously being given much more support in finding that information than a trainee who identifies the sources and extracts correct information unaided:

2. If a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the core skills, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and core skills competence are likely to be the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a core skill) but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

ASSESSMENT FORM

PROJECT TITLE MOT TEST PROCEDURES **WBP NO** **DATE**

TRAINEE'S NAME **SUPERVISOR'S NAME**

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
1	Find out information from written sources, by speaking to people, and by observation. (6.1/2/3)							
	Plan how to communicate for a particular purpose. (9.5)							
2	Work out numerical information. (1.2)							
	Check and adjust equipment. (12.4)							
	Operate equipment. (13.4)							
2.3	Provide information in writing. (7.3)							
3	Check written information. (11.5)							
	Provide information by speaking to customers and clients. (7.2)							

ASSESSMENT FORM
continued.

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
3 (cont)	Converse with customers/clients in order to establish/maintain an appropriate relationship. (8.10)							